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the costly mistakes arising from an untrained and inefficient personnel.

There will be no dearth of librarians equipped for service in business libraries when the business man realizes its value so that he is willing to offer the necessary in-

ducements. He will realize its value in direct ratio to the efficiency of the business librarian, while realization that librarianship is a profession just as accounting, law or medicine are professions will prevent him from using persons unfitted to do the work required.

### RECRUITING FOR SCHOOL LIBRARIES

By MARTHA C. PRITCHARD, *Librarian, Detroit Teachers' College*

#### SUMMARY. THIRD GENERAL SESSION

It is the progressive school systems which are adopting school libraries and asking for school librarians. When a city like Detroit gets worked up to the point of having school libraries put into the system it goes about it with a wholesale effort. Many of you have heard city fathers say "We can't put a library into our high schools until we can put them into all." The city of Boston has for years been blocked in any school library progress on this very plea. Oakland, California, has a fine system of school libraries because when this same answer was made there to a live English teacher begging for a school library in her school, she used her influence to get libraries into all the high schools and got them.

Where can we produce 10 or even 5 high or intermediate school librarians all at once for several cities?—To say nothing of the same or a larger number of elementary librarians. And when school men once make up their minds to have school libraries they will have them, and if library people can't produce effective educationally minded people to fill these positions the school people say, "Very well, we have a good English teacher here who can handle the library all right." And they put her to work.

Now what of this librarian who must weld together such a variety of interests as a group in a modern school presents? Must speak its language as well as understand it? Must not only be able to present the literature of each curriculum subject but must know enough about each one to retain the respect of the faculty associates who come for help in a special field?

The person in the school library needs maturity and judgment. All the children of the school must be guided and helped by

her. She must have poise and resource, and psychology and book knowledge enough to cover the whole ground. She must be seasoned with breadth of experience and sympathy and really grasp the possibilities of her situation whatever her years may be.

She hails with delight the informal classroom. It is her joy to provide the large amount of material now needed for each class. She rejoices especially that pleasure reading is more and more becoming a part of the day's division of time. She begins to see that in schools where the new form of classroom organization and method is being adopted, the library can give an added impetus to the slowly moving machine, for by providing the library resources and advertising them judiciously she can make possible the greater stimulation for timid teachers who with longer or shorter experience in the older forms of teaching fear to attack so complex an undertaking.

With this hopeful situation the school library presents a field full of opportunity for the socially minded librarian. But that is tautology—to be a real librarian means to be socially minded. Let us say the modern school library presents a rich opening for one who desires to give boys and girls the fullest vision of what their own contribution to life may be. In such a school as the one here pictured the library becomes the center of the school, the librarian the person who next to the principal sees and feels most clearly the pulse of the whole institution.

What of her qualifications? Where may she be found? I believe we are all agreed with the statement set forth by the school library division of the A.L.A. in the last three years, that the school librarian must have academic preparation equal to her teacher

colleagues in whatever grade of school she may be called to work. We are agreed also that she needs courses in education which shall give her an understanding of the organization of the school plant, and patience with its necessary machinery. She must understand the objectives aimed at in the modern school and have a grasp of the methods being employed to achieve these ends sought. She needs yet more to understand child psychology and be steeped in children's literature. If she has worked with children as teacher or children's librarian so much the better. At any cost she must really understand the child nature of the age of the school where she is to serve if she is to accomplish what may be accomplished in her field of opportunity. Where is she? How shall we get hold of her?

First of all she is not necessarily already a teacher or already a librarian. It is the person we are after, not her present position on either side of this work. People who know children best may possibly be found quite as often in the library as in the school. A successful librarian by the measure of technical efficiency or even book knowledge may not be able to handle children well in large groups nor to get close to them in understanding them individually. But there are teachers who have failed in handling children also and there are librarians who have failed in managing a library properly. Given two people of equal personality, one a trained librarian with teaching experience and one without, none of us would hesitate I think in choosing the first. But we are more frequently confronted with the problem of two people of equal personal qualifications, one a teacher with no library training and one a librarian without teacher training; what then?

I believe we should go out among groups

of effective human personalities in the *teaching* profession and find open-minded flexible individuals and give them as much first-class *library* training as we can provide in the time they can afford to give to study; and I believe we should go out among effective human personalities in the *library* profession and find open-minded flexible individuals and give them as much first-class *educational* training as we can provide in the time they can give to study.

But I think we should also provide courses in which the school librarian may find opportunity to get the school and library factors so thoroughly well amalgamated that the qualifications so admirably stated in Miss Horton's recent article in *Library Journal* on training school librarians will be adequately met with the maximum result in the minimum of time.

You want a program for recruiting school librarians. The various general methods already outlined are partially applicable for special recruiting also. Getting prospective librarians to visit school libraries is sometimes successful, but that may also serve as a deterrent, for the strenuous life of the school librarian in a well organized active school library running at top speed exceeds (in its stretch of endurance needed), we are told by those who have tried both, even that used up in a busy city branch library.

After all, personal contact is the most effective measure. Choose successful enthusiastic school librarians in each state, send them into the meetings of state teachers and state library people to stir up interest. Investigate the record and personality of those who respond and select such as seem most promising for training in one of the proposed courses. But we must have the courses ready!

### RECRUITING FOR LIBRARY SCHOOLS

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#### SUMMARY. THIRD GENERAL SESSION

We, in common with those engaged in other professions, where personal contacts are a fundamental part of the professional activities, are seeking young people of engaging personalities, with all the background

and acquirements of education and culture that are possible to secure. Our quest is not unique. Such young people are in demand everywhere. There is real competition here in the realm of possible choice, and all li-